

SILVERTHORNE

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AN INFORMAL PAPER  
DEALING WITH  
DECENTRALIZATION OF SERVICES  
TO IMPACTE CENTRES

NOVEMBER, 1975

PROJECT IMPACTE  
Brandon University  
Faculty of Education  
BRANDON; Manitoba  
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AN INFORMAL PAPER DETAILING THE DECENTRALIZATION OF SERVICES  
TO OFF-CAMPUS IMPACTE CENTRES

Glossary of Terms

For the purpose of this paper, the following definitions are given for terms used:

An Impacte Centre is an off-campus area that may have one, two, or three teaching locations.

A Teaching Location is a community (more specifically a school) in which university classes for the Impacte program are given. For example, Ebb and Flow and Erickson are teaching locations; the geographical area surrounding and containing these teaching locations is an Impacte Centre.

A Centre Co-ordinator is a staff person assigned to an Impacte Centre for the purpose of providing certain services to the students, staff, co-operating schools, etc., in his centre. A centre Co-ordinator is required to live within his centre, either in one of the teaching locations or between the teaching locations to assure his accessibility to centre people.

A Teaching Centre is an educational resource centre for student teachers, teachers, and community.

Co-operating Schools, Teachers, Superintendents, Principals are those who are co-operating with the Impacte program by providing placement for student-teachers.

Centre Committee is a committee composed of student representatives from each teaching location within a centre, principals of co-operating schools (or their designate), mentors, and interested community people. A centre committee elects its own chairman, and is co-ordinated by the centre co-ordinator. It meets to share the experiences of the centre, and to formulate suggestions for the improvement of the Impacte Program on the basis of its own experience. A

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centre committee names its delegates to the Impacte Steering Committee:

2 centre reps. (Principal, mentors, teachers, community people).

1 student rep. from each teaching location in the centre.

Impacte Steering Committee is the Steering Committee that meets in Brandon periodically (with representation from all centres, native organizations, funding bodies, faculty) as an advice-giving mechanism for the program.

Mentor is a principal (or his designate) within a co-operating school where there is four or more Impacte students doing their field experience.

## Rationale

Whereas:

- 1) recommendations contained in the Internal Evaluation of the Impacte Program by Professor A. John Loughton of Brandon University (see Indian Metis Project for Careers in Teacher Education (I.M.P.A.C.T.E.) An Internal Evaluation by A. John Loughton, Faculty of Education, Brandon University, Brandon, Manitoba). "Off-campus Equality. Off-campus centres must have as many advantages in the program function as they have disadvantages. That is, they must not suffer from the fact that they are off-campus centres, in comparison to the on-campus program. A significant starting point for this is the appointment of full-time faculty members to such centres.

Students in off-campus centres sometimes suffer from a "mosaic-like" instructional process. This is due to a sequence of independent courses delivered by sessional instructors who visit the centre once a week and then disappear..."

- 2) recommendations of students at their November 1974 conference strongly spoke of the need for stronger contact and liaison between the program and its Brandon administrators and the off-campus areas.

It is therefore broadly recognized that off-campus students need accessible services in a number of areas. These services can be defined as support services (remedial, tutorial, counselling), resource services (books, teaching aides, teaching centres), and academic services (more and better contact with the professors who visit their areas).







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In a positive effort to move with the recommendations of both Professor Loughton and the Impacte students, a decentralization of services to off-campus areas will take place, that will have the effect of meeting many of the needs of off-campus students.

In decentralizing service to the off-campus areas, it is eminently practiceable to incorporate two recommendations from the Impacte Steering Committee (October, 1974 meeting) into the planning for decentralization:

- 1) to reduce the size of the Impacte Steering Committee to an effective and practical size.
- 2) to maintain the mentor in locations where it is needed for efficient programming.

### IMPACTE CENTRES

Impacte Centres will be established around existing and proposed teaching locations. These centres are so designed as to contain one, two, or three teaching locations within commutable distance of each other.

For example:

- 1) Erickson, Ebb & Flow will become one centre. Student population in these two existing teaching locations is 21 students. The teaching locations are approximately 85 miles apart.
- 2) St. Eustache, St. Laurent, St. Ambroise will become another centre. St. Eustache is currently the teaching location; St. Laurent will become a teaching location in January 1975. Students in this centre come from mainly the three communities, and are located 85 to 90 miles apart at the furthest point. Student population is 20.
- 3) Camperville, Roblin, Swan River will become the third centre. Camperville is currently a teaching location with 12 students. Camperville is BUNTEP financed, IMPACTE administered. Roblin and Swan River are proposed teaching locations, where interest has been expressed. It is hoped that we will have students in orientation by January of 1975 in one or both of these locations.







## 1.2 Impacte Centre Co-ordinators

A centre co-ordinator will be hired for each of the three Impacte Centres. He will be required to live in one of the teaching locations, or in a community between the teaching locations, so that he is accessible to the students of the centre. The centre co-ordinator will have a number of functions within his centre:

- .... sponsoring or conducting tutorial, remedial, study skills.
- .... centre co-ordination and administration.
- .... counselling.
- .... working with a teaching centre in one or all of the teaching locations in his area.
- .... community and program contact and liaison.
- .... liaison with faculty working in his centre.

## 1.3 Centre Committee

One of the first jobs of the centre co-ordinator will be to co-ordinate a centre committee. This committee will be composed of student representation from each of the teaching locations, principals (or their designates) of co-operating schools within the centre, superintendents of co-operating school divisions, interested community people (representatives from existing native organizations in the centres).

The purpose of the centre committee will be to share the experiences of their centre for the purpose of formulating comment and criticism on the program, to be carried in to the program through the centre co-ordinator or through the committee representation on the Impacte Steering Committee. The Centre Committee will also be expected to become active in the recruitment - the selection of students for the teaching locations in their centre. The Committee will have an advice-giving role in the selection or the change of teaching locations in their centre, and the location for the establishment of teaching centres in their area.

Ideally, the centre committee will set a schedule of meetings that will see them meeting regularly before the meetings of the Impacte Steering Committee.

A centre committee will appoint/elect the following representation for themselves to the Impacte Steering Committee:

- ... one student representative from each teaching location in their area,
- ... two other representatives drawn from co-operating personnel or community people.

Minutes of the proceedings of centre committee meetings will be forwarded through the centre co-ordinator to the Impacte Director and Impacte Co-ordinator in Brandon.







#### 1.4 Mentors

In system contact with the program is important, especially where there are large numbers of Impacte students doing field experience. This contact is important because day-to-day presence of a person who understands the operation of the project is vitally important for students. The centre co-ordinator will name a mentor within each co-operating school where four or more Impacte students are practicing their field experience. The co-ordinator will work with the principal of the co-operating school in choosing the mentor.

A mentor will receive a small honorarium for his services.

It is expected that the mentors will be able to give specialized expertise to the centre committee or the operation of the program within the co-operating schools, that is not available from other sources.

### 2. Teaching Locations

Economically, eight students are the minimum required for the operation of a teaching location. 20-25 students are considered a maximum number of students at a teaching location. When the enrollment at a teaching location drops below eight students, a new teaching location should be considered. When enrollment at a teaching location rises to 20 or 25 students, consideration should be given to creating two teaching locations.

#### 2.1 Teaching Centres

Page 39, Item 3.4 - An Internal Evaluation "Whenever possible a teaching centre should be established as part of Project activities. Teachers should be encouraged to use this facility. ... (See paper by Hammond and Loughton for reference on Teaching Centres)."

The centre co-ordinator will be investigating the establishment of teaching centres in as many teaching locations as is feasible. Such centres will provide: educational resource materials for both student-teacher and teachers.

#### 2.2 Faculty at Teaching Location

An increased effort will be made to assign both sessional and full-time faculty people teaching in the various teaching locations, to teach as much of their courseload as possible at one teaching location. This is done to provide for more contact at a teaching location with the faculty who provide the course input.







### 3. IMPACTE STEERING COMMITTEE

The Impacte Steering Committee is an advice-giving body that meets to discuss and clarify issues concerning the Impacte program, and to give advice to the Impacte staff on the operation of the program from their various perspectives.

At the October, 1974 meeting of the Impacte Steering Committee, a motion was passed recommending the reduction of the size of the Impacte Steering Committee by the Director and staff of Impacte. Currently the Impacte Steering Committee is 70 or more members. With the decentralization of services to off-campus centres, and the formation of centre committees, it is possible to reduce the size of the Impacte Steering Committee, and yet maintain channels for the input of the co-operating people in the off-campus areas.

The Impacte Steering Committee will be composed of the following people:

- . One representative from Manitoba Teachers Society.
- . One representative from the Provincial Government (funding).
- . One representative from Indian Affairs (funding).
- . One representative from Manitoba Indian Brotherhood.
- . One representative from Manitoba Metis Federation.
- . One representative from Native Education Branch.
- . One representative from the Faculty of Education (appointed by the Dean).
- . Student representative from Brandon on-campus student body.
- . One representative from Brandon School Division (placement for Brandon on-campus students).
- . Representatives from the 3 Impacte Centres (12-14 members).
- . Impacte Director, Co-ordinator, Administrative Officer, and Centre Co-ordinators (6).

This will reduce the Impacte Steering Committee to 26 to 30 members, and will assure representation from all areas.

#### 3.1 Steering Committee Meetings

The Impacte Steering Committee will meet every three months in Brandon. Meetings of the Impacte Steering Committee will be co-ordinated to meet within three weeks of the Centre Committee meetings.







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